



Coton CofE VC Primary

Inspection Report

Unique Reference Number 110786
LEA CAMBRIDGESHIRE LEA
Inspection number 278513
Inspection dates 15 September 2005 to 16 September 2005
Reporting inspector Dr. Anna Coyle LI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Whitwell Way
School category	Voluntary controlled		CB3 7PW
Age range of pupils	5 to 11		
Gender of pupils	Mixed	Telephone number	01954210339
Number on roll	113	Fax number	01954 210623
Appropriate authority	The governing body	Chair of governors	Mrs.P Taylor
Date of previous inspection	11 January 2000	Headteacher	Ms. Margaret Guest

Age group 5 to 11	Inspection dates 15 September 2005 - 16 September 2005	Inspection number 278513
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Introduction

The inspection was carried out with the support and co-operation of Coton CE VC Primary School and the local education authority. The inspection was carried out by one additional inspector.

Description of the school

This is a small primary school in Coton, Cambridgeshire. Most of the pupils are of White British background. There is a small number of pupils for whom English is an additional language and all speak English fluently. The number of pupils eligible for free school meals is below the national average. The number of pupils with additional learning needs and disabilities is also below average. These pupils have moderate learning or speech and communication needs.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a very effective school, with some outstanding features, in which every child is valued highly as an individual. It provides good value for money. The school views itself as good and the inspection evidence agrees. It has improved well since the last inspection and successfully tackled the issue it was required to address to improve information and communication technology. The parents and pupils think the school is doing well. Pupils reach high standards in English, mathematics and science by the time they leave at the end of Year 6. They make good progress in learning and personal development because the teaching is good overall and some of it is outstanding. Teachers provide plenty of activities to help pupils learn and enjoy lessons. The recent focus on improving pupils' behaviour has had a good effect and this should now be extended to cover social and emotional skills. The school has created a welcoming, friendly atmosphere in which everyone feels cared for and fully involved. Staff, pupils and most parents feel that their views are considered and acted upon. Leadership and management are good. The school is well placed to continue its development. It has outstanding links with other schools and the community which it uses exceedingly well to benefit pupils' learning. The provision for children in the Foundation Stage is good. Children settle quickly into school routines and achieve well by the time they reach the end of the Reception year.

What the school should do to improve further

Focus on: - extending the provision for promoting pupils' social and emotional development.

Achievement and standards

Grade: 2

Pupils reach high standards in English, mathematics and science by the end of Key Stage 2. They do better than pupils in similar schools in all three subjects. Pupils at the end of Key Stage 1 reach good standards in reading, writing and mathematics and they also do better than pupils in similar schools. Standards have been steady over the last few years. They are rising in mathematics and science because the teachers have successfully tackled a few areas to improve upon still further, by giving pupils more work to do based on investigations and experiments. Pupils make good progress and achieve well. They start school with better skills than most children of their age and they do well in the Reception-Year 1 class. Throughout the rest of the school, most pupils work hard and enjoy learning. They strive to achieve the challenging targets the teachers set for them, and the most capable pupils do especially well as a result. Pupils with additional learning needs and disabilities and those for whom English is an additional language do well because they are helped by teaching assistants who know what they need to learn.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Most behave well and show good attitudes to their work. They enjoy coming to school and are keen to succeed. Pupils with additional learning needs and disabilities are integrated fully so that they, and those who learn English as an additional language, take part in all aspects of school life. A few pupils do not listen as well as they might and occasionally become easily distracted in lessons but the teachers settle them again quickly before moving on. Pupils respond well to opportunities for them to have a say in the running of their school by acting as elected members of the school council. They learn to stay safe and become economically aware by eagerly taking on responsibilities around the school and in the local community. Particularly impressive is the way in which the older pupils look after the younger ones, acting as reading partners and playground buddies. Most bring fruit snacks and enjoy skipping at break times to help them stay healthy, and many take part in additional physical activities arranged by the local senior school. Attendance is good and almost all pupils are punctual for lessons. Pupils' spiritual, moral, social and cultural development is good. The school emphasises the spiritual and cultural aspects of pupils' growth through its Christian ethos and regular contact with the local church. Moral and social issues are taught well and have had a good effect on improving behaviour throughout the school and helping pupils to understand justice and respect.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning The quality of teaching is good overall. It is never less than satisfactory and some of it is outstanding. In the best lessons, teachers carefully deploy additional staff to support pupils with additional learning needs and disabilities and they use questions and discussions well to inspire the class. Adults are kind and helpful to their pupils. They have high expectations of them and encourage all to think hard and strive for success. They value the pupils highly as individuals and show great respect for them, which contributes significantly to pupils' high self-esteem and confidence. Lessons are usually planned carefully to match the needs of pupils with differing capabilities, so that the most capable are pushed to do well and those with additional learning needs are given enough additional support to help them achieve as much as they can. Teachers mark pupils' work regularly and they make good use of the information gathered from tests to devise targets for learning. As a result, progress is good and pupils take pride in their achievements.

Curriculum and other activities

Grade: 2

Teachers plan the curriculum well. They make sure that all of the required subjects are included during the school week and that there is a good focus on developing pupils' literacy and numeracy skills across all activities. Strong links are forged between subjects such as art, history and religious education, and computers are readily available for pupils to use in every classroom. The use of expert instructors in physical education benefits the pupils very well because they have access to specialist teaching to help them reach for the sky. The programme for extending pupils' personal, social and health education helps them to find out how to stay safe and healthy, and prepares them well to take up adult life in society when the time comes. The outstanding range of clubs, outdoor and indoor activities has a very positive impact on pupils' personal development. Activities like football, tennis, instrumental tuition and music concerts all serve to enhance pupils' enjoyment and achievement beyond the classroom.

Care, guidance and support

Grade: 2

Pupils are cared for sensitively in a welcoming and friendly environment. The school has good systems to ensure they are safe and well protected. All members of staff are aware of the child protection and health and safety procedures, which are very clear and up-to-date. They know the pupils and their families very well and work hard to ensure the safety of each and every individual who crosses the school's threshold. The vast majority of parents are very happy with the care and guidance given to their children. Most feel that the school consults them and acts upon their views. Regular opportunities to meet the staff and receive regular newsletters and progress reports are very much appreciated. The parents of pupils with specific learning or language needs are kept well notified of their children's progress and this helps parents to support them at home.

Leadership and management

Grade: 2

Leadership and management are good. The two joint headteachers work exceedingly well together to set a clear sense of direction for the school and promote high standards. They give outstanding commitment and dedication to the benefit of the pupils, staff and parents. A strong and stable team of very experienced teachers and support staff means that pupils have consistency of care, in which each is cherished as an individual. The school has good systems for checking how well it is doing and identifying what it could do better. The views of all members of the school community are canvassed regularly and taken into consideration. The school works very well in partnership with local schools and external support groups to ensure that pupils are treated equally and fairly. It has excellent links with Comberton Village College and the local community, which have a very good impact on pupils' personal development because it means they have plenty of opportunities to become engrossed in sporting,

musical and artistic activities, as well as academic pursuits. Governance is good and financial management is effective. The governors and senior staff work hard to achieve good value for money successfully. The school has fully dealt with the issue from the previous inspection t , by improving the provision for information and communication technology, and its capacity to make further improvements is good.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	NA
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Following my visit to inspect your school, I would like to thank you for making me so welcome and sharing your thoughts with me. Here are some of the things I found out. I think you are very fortunate to go to such a good school where the teachers are so kind and helpful. They work hard to prepare interesting lessons for you so that you enjoy learning. This helps to make sure that you work hard and do your best, although a few of you do not always pay enough attention in some lessons. Your hard work means that you make good progress in learning and reach high standards in the tests you take in Years 2 and 6. Your teachers take good care of you and encourage you to take care of each other. I was impressed by the way the older children looked after the younger ones during shared reading and at playtimes. You benefit from some outstanding teaching at your school and both of the head teachers work very hard to make sure that everything runs smoothly so that you can learn in a happy, friendly place. Because you go to such a good school, there is very little that I could find that the school could be doing better. I think that the teachers have helped you to improve your behaviour, and they should go on helping you so that your social skills get even better.